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ABSTRACT

Intending to demonstrate how concepts and skills are intrinsic to high-quality early childhood curriculum and can be integrated into activities centering on the theme of work, this curriculum guide provides activities for implementation across a major portion of the school year. The curriculum is organized into sections dealing with work in the child care center, family, and community. Beginning with a summary list of objectives for following units, each section contains two or more units of activities and a discussion of why the particular content was chosen and how it is related to curriculum goals. Issues for parents and teachers to discuss are listed along with guidelines for defining priorities and particular goals. The main portion of each unit is the list of suggested activities. Many of the ideas are presented in an open-ended fashion so that each school and classroom teacher may incorporate their own ideas, activities, and sequences. Concluding remarks focus on ways teachers have extended the work theme to other curriculum areas. Related books for children and adults are listed, along with resources for teachers. (RH)

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Made By Human Hands

A Curriculum for Teaching Young Children About Work and Working People

Jessie Wenning and Sheli Wortis

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I LIVE IN A CITY

By Malvina Reynolds

I live in a city, yes I do
I live in a city, yes I do
I live in a city, yes I do
Made by human hands. (Chorus)

Black hands, white hands, yellow and brown
All together built this town
Black hands, white hands, yellow and brown
All together make the wheels go 'round.

Brown hands, yellow hands, white and black
Mined the coal and built the stack
Brown hands, yellow hands, white and black
Built the engine and laid the track.

Black hands, brown hands, yellow and white
Built the buildings tall and bright
Black hands, brown hands, yellow and white
Filled them all with shining light.

Black hands, white hands, brown and tan
Milled the flour and cleaned the pan
Black hands, white hands, brown and tan
The working woman and the working man.

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The Multicultural Project
For Communication and Education, Inc.

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PREFACE

This curriculum project originated in discussions of the Teacher Resource and Support Group (TRSG), a Boston area group which meets regularly with The Multicultural Project for Communication and Education. The group includes child care workers — both direct care providers and administrators — as well as a teacher trainer from the staff of The Multicultural Project.

As workers concerned with multicultural education, we came together to share ideas and support each other in our efforts to develop child care programs which act against discrimination. We are concerned with the many forms of discrimination which exist in our society: discrimination based on race, sex, class, ethnicity, sexual preference, physical ability or age. Because the group formed through contact with The Multicultural Project, a goal it shares with the Project is that quality education should be liberating for children and adults alike.

The Multicultural Project defines a liberating program as one which:

1) supports children's and adults' learning to accept and respect each other's differences;
2) teaches the true history of people's diverse cultures;
3) reflects the needs, lifestyles, languages, and cultural patterns of the communities it serves;
4) shows respect for the work that women do in society and encourages equal status for women;
5) shows respect for working class people;
6) encourages immediate action to interrupt our own and others' discriminatory behavior; and
7) emphasizes traditions and values of group cooperation and sharing.*

As we attempted to implement these goals in diverse child care programs, members of the TRSG helped each other by discussing the problems we found at work — the forms of discrimination we saw and the obstacles encountered when we tried to initiate change. We sometimes felt frustrated and confused by daily experiences with other teachers and parents who did not share our values. Another frustration was the difficulty we sometimes had putting our ideas into practice in our classrooms. But gradually, as we offered each other both support and needed distance from the daily struggles, the problems began to give way and some solutions emerged.

* From *Caring For Children In A Social Context: Eliminating Racism, Sexism and Other Patterns of Discrimination*, a booklet produced by The Multicultural Project For Communication and Education, 1978.

TRSG members helped one another to develop curriculum ideas, locate resources, and share successful activities. Not only was our objective to improve direct work with children, but we also wanted to promote better communication with, and involvement of, parents and staff as well.

Early TRSG meetings concentrated on developing educational environments to counteract discrimination and promote respect and appreciation for people of color and immigrants. As we examined our work with children, we tried to evaluate whether multicultural curriculum created a positive social and educational climate in our classrooms and child care centers. We looked for expressions of positive self-image in the children as well as involvement and enthusiasm of the parents.

Not surprisingly, discussions often included experiences with sexism. In preschool settings, both children's behavior and remarks, as well as the ideas expressed by parents about sex roles, reveal how different expectations of men and women can influence the very young. Strategies for counteracting sexism therefore became a discussion topic.

Another TRSG concern was the influence of class background on children's expectations and self-concept. As both observers and actors in preschool social environments, our interactions with working class children convinced us that they were beginning to internalize societal attitudes which undervalue housework, blue collar and routine jobs.

Since most of the TRSG members grew up in working class homes, we were critical of the negative images of working class jobs and working class people which we encountered in the media and in textbooks. We talked about how, in our own lives, teachers had done little to counter stereotypical, inaccurate and inadequate information about workers. Each of us felt it would have made a big difference in our development if, when we were children, we had been presented with instruction which helped us to develop pride in the work our parents did both inside and outside of the home. We felt the need for such affirmation still exists, not only for working class children but for *all* children as they develop a sense of the roles and responsibilities of their elders and themselves.

Our experience with young children reinforced the conviction that the preschool, or early childhood, setting is an appropriate one for teaching children about the world of work and about workers. This booklet presents our efforts to develop such a curriculum.

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We would like to express our special thanks and appreciation to Judith Woodruff and Shelley Gross for their work *The Treatment of Workers in Pre-School Children's Literature: A Bibliography*, listed in our Teacher Resource Section. Their introductory essay was a source of inspiration throughout work on this curriculum. The bibliography was a starting point and constant reference for drawing together the list of resources for the curriculum.

Jessie Wenning wrote the first draft of the curriculum. Sheli Wortis, staff person from The Multicultural Project For Communication and Education, was overall project editor as well as co-author. Ann Ryle was most helpful with editing and in simplifying the format of the text. Special acknowledgements to Joyce King, formerly of The Multicultural Project For Communication and Education, who made many valuable contributions during the early stages of this curriculum project.

Members of the Teacher Resource and Support Group contributed ideas, activity and resource suggestions, and helped with revisions of early drafts of this curriculum. They are: Sally Benbasset, Molly Fontaine, Johanna Halbeisen, Estelle Hazelwood, Patty Hnatiuk, Carol Inniss, Agnes Lugira, Stephanie Michel, Graciela Pari, Gerard Richard, Patricia Simmons, Jessie Wenning, and Sheli Wortis.

Jessie Wenning and Sheli Wortis take sole responsibility for final revisions of the manuscript.

INTRODUCTION

Traditionally, preschool programs teach about work in curriculum units on community helpers. Usually these units concentrate on service jobs but do not teach about the broader world of work. They tend to glamorize workers who wear uniforms but represent few people of color and segregate the sexes through job titles and positions. We felt the need for a curriculum that avoided these deficiencies and addressed our broader concerns as well.

We decided that a curriculum on work could raise children's appreciation of working class jobs and working class people while meeting our standards for a liberating program. Our decision, and the resulting curriculum, encompassed the following considerations:

First, work is central to the lives of adults. It is what people spend most of their time doing; it is the means to earning a living; and, for most people, it is a critically important part of how they express and define themselves. The work we do, the level of satisfaction we get from it, and the way other people regard it greatly affects how we feel about ourselves. Teaching children about work is a very basic part of teaching them values about the world they live in. Children model themselves on adults, and they seek information they can understand about what work adults do. Therefore, becoming familiar with the jobs that people do is important for children's developing sense of themselves as people learning to be adults.

Second, teaching children about work is also an important part of their basic education about the world. In earlier times, information about work was readily apparent to children. Many of the objects that families used were made in the home. Children not only saw, but were likely to have a role in, the family's work. Families and neighbors engaged in farming, cabinet making, industries, and crafts all around them. Today, in the U.S., much of the world of work is not apparent to most children. Children are cut off from the many kinds of work that define their world. They do not see where buses, cans of food, and clothes come from; they do not know who makes them or how. They can only make sense of the complexity of different kinds of work if adults both explain and demonstrate it.

Third, the vast majority of people who live in this country have working-class or service jobs; they produce the goods and perform the services on which everyone depends. Traditionally, these jobs and the people who perform them have been devalued by the larger institutions of society. As a result, we know little about the work and the lives of the people who do it. We believe that a curriculum on work can help create a sense of value in working class jobs and contribute to working class children's positive feelings about their own and their parents' self-worth. A curriculum on work can provide children of all backgrounds with a more realistic understanding of how society functions and an appreciation for the diverse contributions of many kinds of people.

CURRICULUM GOALS

To teach children:

1. **Why people work and what work accomplishes.** Children should understand that work is the transformation of the environment to meet human needs and it is how we provide for ourselves and our families. All the things we use and need in our daily lives — the food we eat, the clothes we wear, the heat in our homes — come to us through the labor of many people.

2. **The interdependence of work.** Children should understand that all human societies have some kind of division of labor to make the work of survival easier and more efficient. While the organization of work, pay differential and unemployment is often unfair, people in different and similar kinds of jobs depend on each other to get the work done. Improvements in working conditions are usually the result of workers organizing cooperatively to gain better pay, benefits and safer work environments.

3. **The evolution of the work process.** Children should understand that the way work gets accomplished is determined by people, by our knowledge and our ability to control or organize our environment. Industrialization has totally changed the work experience, but people conceive, produce, and operate machines; without the knowledge, labor, and skill of human beings, machines would be useless.

4. **To value and respect the labor of all people.** Children should appreciate how each person's work helps all people. The labor of working class people of all ethnic groups should be depicted with dignity and children should be provided with a positive image of these people in their jobs and other aspects of their lives.

5. **The multicultural history of work in our society.** Children should understand that the building blocks of our society are based on the labor of people from many cultures. Many different national and ethnic groups make significant work contributions. Older children can understand that, through the efforts of immigrant and native peoples to overcome oppressive working conditions, the foundations were laid for better working conditions for all workers.

6. **To value work in the home.** Traditionally, work in the home has been grossly undervalued. Children should understand that work in the home is complex, demanding, and essential to the functioning of society as a whole. Children should know that the work of managing a household and caring for children can be done by men as well as women.

7. **To value their own and each other's work.** Children should experience the challenge and satisfaction of accomplishing jobs. Children should have the opportunities to work and should learn that their work is important and valuable. Children can learn about the cooperative nature of work.

CURRICULUM PLAN

The curriculum is organized into three sections — Work in the Child Care Center, Work in the Family, and Work in the Community — with each section containing two or more units of activities. Each section begins with a summary list of objectives for the units that follow. Next there is an introduction which discusses why the particular content was chosen and how it relates to the goals of the curriculum.

The work of each unit begins with a staff discussion. In the belief that knowledge is never value-free, suggestions are offered for teachers and parents to examine and discuss their own experiences and attitudes about the issues raised. Guidelines are offered for defining priorities and particular goals.

The main portion of each unit is the list of suggested activities. Many of the ideas are interchangeable and are thus not presented as a logical sequence of activities. Many are presented in an open-ended fashion so that each school and classroom teacher may incorporate their own ideas, activities, and sequences. The particular activities pursued and curriculum materials chosen will depend on the unique needs or concerns of the adults and children who make up the population of the school or program.

Children should be given ample opportunity to investigate directly the world they live in. Trips, and ensuing discussions about them, should be an important part of the curriculum. In addition, teachers and parents should draw upon books, photographs, songs, films, and video discs to complement knowledge gained through direct experience.

Through the many activity areas of the classroom, adults can offer opportunities for children to further integrate what they know about the world. Children's knowledge and thoughts will be revealed through drawings, painting, movement activities, blockbuilding, and in experience charts and stories dictated by the children to the teacher. Each of these activities involves specific skills, all of which contribute to children's ability to represent their experiences in increasingly abstract forms. Teachers and parents can encourage children to extend their learning about the world by introducing new materials in the activity areas of the classroom.

WORK IN THE CHILD CARE CENTER*

OBJECTIVES

1. Children will understand how work in the child care center benefits them directly.
2. Children will become more aware of the different work roles within the center; they will be able to identify the kinds of jobs each person does.
3. Children will understand that the activity of the adults in the center *is* work.
4. Children will cooperate in the work life of the center by taking on specific responsibilities; they will increase their own self-respect and gain respect for community property.
5. Children will understand the interdependence of various work roles.
6. Children will increase their appreciation of the skills involved in doing each job well and will increase their respect for *all* job roles.

INTRODUCTION

In beginning to explore the topic of work with young children, it is important to help them see work in the context of their daily experience. Most early childhood programs devote some time in the curriculum to the family and the community, and in so doing may explore areas of work. In later sections we discuss in detail some specific suggested activities for teaching children about work in both the family and the community.

The child care center itself is often overlooked in our curriculum activities as a place where children as a group encounter directly a world of work. Not only do work and workers in the child care center touch the lives of children almost as closely as in the family setting, but all the children have common experiences of how work affects them.

The child care center offers a variety of work roles to which the children have easy and constant access. Child care is an important example of work that requires many skills. It is also an example of a work situation in which each person's work depends on the work of other people. The challenge of teaching children about work in the child care center will stimulate teachers and other workers at the center to think more seriously about themselves as workers and about the impact of their work. This is work which is tremendously important to the community, and yet seriously undervalued by society. Like work in the home, work in the child care center is less visible as *work*. Young children often see the activities of adults who care for them as so merged with their own needs that they don't distinguish it as a job.

* The discussion and suggested activities apply equally to the early primary grade classrooms.

An important reason for beginning with the child care center is that children can participate in work in the center and can hold job responsibilities in which they take pride in their accomplishments. Building respect for oneself and for the work of the adults around them and learning to value cooperation with others are important foundations for child development.

Yet another reason for starting with the day care center is to build a basis for the development of a common staff-parent perspective on the activities and concepts to be taught about the world of work. It will be easier to begin with an area where staff and parents have some common experiences — the work of the child care center.

ADULTS' WORK IN THE CHILD CARE CENTER

Staff Discussion

Before implementing any of the following activities, initiate some discussions with all members of the staff. Since many of the ideas that follow depend on staff cooperation, it is essential that disagreements that initially exist among staff be discussed and resolved. Suggested discussion topics are:

1. What are the work roles in your center? (cook, teachers, aides, busdriver, custodian, social worker, director, secretary, parent-helper, etc.)
2. How do staff members feel about how work is divided? Are there conflicts or tensions about whose job it is to do what? About job titles? (e.g., if you have a teacher aide category, do you insist on children calling people *aides*, or is the term *teacher* used for all teaching staff?)
3. Are some roles given more respect than others? How is this reflected in staff and other adults' behavior? In children's? How can you change this?
4. What skills and knowledge are necessary to do each job well?
5. What would staff like to change about their work? What would they like to change about how children view it?
6. How will it be possible for children to visit each person at their work in a way that does not add pressure to an already busy work schedule? At a time which is arranged by mutual agreement, each staff member should be prepared to tell children about what they do. If teachers or other staff need help in order to receive the children's visit, other staff must know in advance what they can do to be of assistance.

Activities

Explain to the children that, as part of their activities at the center, they are going to learn about who works at the center and what they do. It is helpful to start by finding out what the children already know. At circle time, ask them,

"Who works at our center?" "What do they do?" Or, during lunch, you can ask, "Who made our lunch today?" or "How did we get to the museum last week?" Then tell the children that they will be finding out more about work in the center in the coming days, weeks, and months.

1. **Picture Display.** Show the children a photo display of each member of the staff. Have ready a stack of signs with job titles. Read the titles and ask the children to match each job to the person who does it.

2. **Center Tours.** Children frequently do not know about many areas of the day care center where people work because they are apart from the classrooms. Arrange a tour of the center that includes the office, the kitchen, the supply areas, and the classroom activity areas. Point out what happens in each area, what tools or equipment are used there and by whom, and why it is an important part of the center. When discussing classroom activity areas, be sure to talk about what both children and teachers do in each area.

3. **Staff Interviews.** Take small groups for longer visits to each staff person to watch her/him doing some part of her/his work and to interview the staff person. Each staff person should be prepared to give children a description of the different things s/he does.

Some jobs, like cleaning or cooking, offer ready comparison with work in children's homes; talk about how these tasks are different when done in the center. Other jobs, such as administrative work, are more removed from children's experience and require careful explanation and concrete examples. Explain about the need for telephone calls and meetings, why papers are typed and sent home to parents, and why schedules are needed. Older children can be told where the center gets money to buy things and to pay salaries.

When you visit teachers in other classrooms, be sure that the teachers describe all aspects of their work. What do they do before children arrive in the morning? What do they do at staff meetings? In centers with small staffs, much of the work of cook, cleaner, secretary is done by teachers themselves, and these jobs should be described too. If your center has parent-teachers in the classroom, they should also explain their work roles in the center.

Help children think of questions ahead of time. Since very young children often believe that the adults *live* at the day care center, help them to recognize that staff do other things when they are not at work. The children can ask them questions about their homes, families, friends, and what they enjoy doing in their spare time. The adults should be prepared to talk about how they feel about the work, what they like most about it, what is difficult, what makes the work easier.

Tell the children members of the staff get paid for their work. When visiting the office, have the staff there explain about the payroll checkbook or about work benefits; during interviews children might ask staff what they do with their pay.

4. **Wall Display.** After completing the tour and/or interviews, children can come back to their classrooms and describe, in their own words, the person or people they visited and what they saw them doing. Write down the children's descriptions and mount them under photographs (or drawings) of the staff people. Hang the display, labeled "Who Works at Our Center," near the entrance to the center, where parents and visitors can see it.

5. **Art and Story Writing.** Ask children to draw or paint a picture showing the staff they visited, and representing the work they do. Ask the children to dictate a story about the work. Stories and pictures can be compiled in a book to keep in the library area to read with the children. (Use clear contact paper to protect the pages of the book).

Younger children can do a group painting or a collage representing their visit and interview. This can be donated by the children to the staff to hang in the rooms where they work.

6. **Blocks.** Help a small group of children to make a map of the center using unit blocks. Children can help make signs to label the different areas and can use clay, paper, and recycled scraps to furnish the building with appropriate props and figures of people. Once the blocks are arranged, leave them in place long enough for children and staff to enjoy. Also, photograph the finished product and put the photos prominently on display in the center.

7. **Games.** Here are some games related to the work in the day care center:

a. **Pantomime.** (charades) Act out one work activity (e.g., changing a diaper, answering the telephone and writing a message, mopping the floor). Ask the children to identify what you are doing and what person in the center usually does that work. Have children take turns miming other activities for each other.

b. **"Feely Bag".** Place in a cloth or paper bag small objects or tools used at work in the center. Have children take turns identifying objects by their feel and tell the name of the person in the center who usually uses that object. They could also identify the purpose for which the object is used.

c. **Matching Game.** Make a board with photos of different rooms in the center leaving a blank space next to each photo. Give the children a stack of photos of each member of the staff. Ask children to match the people to the place where they work. Older children can additionally match words describing the jobs with the people and/or the places where they work.

CHILDREN'S WORK IN THE CHILD CARE CENTER

Staff Discussion

Children's Play

It is often said that play is children's work. In a very important sense this is

true. As we examine our attitudes towards adults' work within the center, we also need to look at how we treat children's work. Is it taken seriously and treated with respect?

Teachers need to re-examine frequently the classroom environment and their interactions with children to see how they can improve the conditions which lead to play and work in the classroom. How the classroom is organized and teachers' attitudes affect the quality of children's play, the seriousness of their involvement in classroom activities, and the learning and satisfaction they get from what they do. Here are some guidelines for staff consideration which we strongly urge you to discuss at staff meetings.

1. The classroom should be organized so that children know where to find things and how to clean up when they are done with a project.
2. The things children make should be treated with respect — displayed in a careful and tasteful way, and protected from abuse by other children.
3. Teachers should take the time to give honest, thoughtful responses to children's work.
4. Children should be given enough time to finish their projects and enough notice before it is time to clean up.
5. Children should be expected to take responsibility for cleaning up.

Chores and Tasks

There is an important distinction between play as work and the body of work children see adults doing around them — the many tasks which are necessary to meet the daily needs of the group and keep the environment functioning. Children also need to participate in this socially useful work. They strive to become competent, to do the things adults do, and to make contributions which are recognized as useful by adults.

Discuss the organization of chores and tasks at the day care center. Consider involving the children in carrying them out in a systematic manner. There are many tasks that adults do daily — preparation of food, washing dishes, fixing things — which teachers often feel it is easier to do themselves. Examine such attitudes as, "Children don't know how to do it right," or "It's faster if an adult does it." Incompetence cannot be the only reason for excluding children from these jobs. A child who can balance five small blocks on top of one another can certainly learn to use a sponge correctly and should be encouraged to do so.

At staff meetings, discuss whether reluctance to include children in these chores comes from your own attitudes about the work. Is it truly valuable and important? As with housework, many of the tasks necessary to keep a child care center functioning well are not highly regarded in our society. We rush through them to get back to the more *prestigious* work of teaching, where our *real* satisfaction and achievement lies. Examine these attitudes, not only as you experience them, but also from the child's point of view.

Since many centers have a jobs chart, it is important to discuss the practice of keeping one. Does keeping a jobs chart help children to develop a sense of themselves as productive contributing members of the group? Do the tasks listed on the jobs chart include all the work each child contributes? Are job assignments handed out as a reward or prize for being good or are all children expected to be able to carry out all tasks in rotating order? Do children understand that it is important to take turns doing preferred and less preferred chores?

Activities

Below is a list of examples of ways to organize day care center tasks and chores to include children in accomplishing the work. We feel the time spent doing this will be rewarded by children developing an increased sense of pride in the center — a sense that it is collectively *theirs*. If you decide to implement any of these ideas, it is imperative that they be discussed with parents and that you have parent permission to include the children in activities such as cooking, carpentry, and shopping trips.

1. **Cooking and Kitchen Work.** Cooking projects are an important part of many early childhood programs, valued for the science, math, and language learning they yield. Make it part of the routine that a few children help the teacher or cook to make a snack every day. The cutting, spreading, and arranging involved can be handled relatively easily as long as children are shown how, and as long as they are given implements appropriate to their size and skill.

If there is a cook at your center, s/he could be approached about the idea of having one or two apprentices on a weekly basis. All children should have the opportunity to become apprentices through a rotation system. Children would then experience what is involved in planning, organizing, and preparing a meal for a large group.

2. **Cleaning Up.** Stacking, clearing, and sponging the table are the kinds of jobs children love and can do if the tasks are broken down for them clearly. With a few child-size brooms, they can help sweep up. With a stool and a smock, a small sponge and some careful instructions, a four-year old can do a meticulous job of washing the dishes. Toddlers can be expected to put paper plates and towels in the trash after use.

Does the rug look filthy half-way through the day? Take out the vacuum cleaner or brush and shovel and let the children help you clean it, instead of waiting to steal a moment when they go outside. Children feel respected when we include them in such jobs and take the responsibility seriously. Some of the drudgery of the experience can give way to the pleasure of teaching children valuable skills.

3. **Fixing Things.** When something breaks during a classroom activity, instead of putting it on the shelf to repair later, take the time with the children to stop and

fix it immediately. For example, if you notice that one of the bars on the ladder of the climbing frame is loose, have a group of children help you get out the hammer and nails and fix it right away. Likewise, the large hollow block with one side coming off can be glued, the ripped page of the book taped, and the button on the doll's dress sewn back. The age of the children will determine how much assistance they are able to give, but, even if they are so young that they cannot carry out the actual mending, it is important for them to be involved with you in completing some aspect of repairing materials with which they play. They see the problem being solved, something restored to them instead of taken away, and gain a new sense of what it means to take care of the things they use.

4. **Maintenance Work.** Organize children into work crews to periodically do chores that require some planning to accomplish. Here are some examples:

a. **Yard clean-up and snow-shovelling.** Crews can be organized to use wagons to pick up the trash in the yard or move the trash cans to the street on garbage day, or to shovel the walk when it snows.

b. **Cleaning and sorting shelves.** Children can help to take everything off the shelves, to scrub the shelves, and to re-sort the materials that will be placed back on the shelves. The art area, games area, block area and housekeeping corner are places that periodically need this kind of attention.

c. **Sorting extra clothes and the lost and found pile.** Spread out a big sheet and let the children sort and fold the clothes into piles of shirts, pants, underwear, and so on. They may recognize clothes they thought were lost.

d. **Helping to plan for renovations.** If your center has annual renovation days involving parents and staff, allow the children to participate by providing ideas about what is most important to them. In this way they will feel involved in making changes which are likely to take place over a week-end when they may not be around.

e. **Small construction project.** Help the children to carry out a small construction task, such as building a new cage for the rabbit.

5. **Shopping and Ordering Materials.** Take a couple of children along when you buy supplies for the center. Read the shopping list and let them help find things at the store. They may be amazed by the quantities of paper towels and other items that the center uses every week. It is a good opportunity to talk about conservation.

When planning what new materials to order for the classroom, let the children look through the catalogues with you and express their preferences. This may lead to discussions about the quality of the products. Why are some chosen over others? Where do these things come from? Who makes them? Who decides what will be made? Are the dolls, books, toys multiracial?

6. **Office.** Even in the office, there are some jobs with which children can help. Is there a notice to be run off? A child could turn the handle on the

mimeograph machine and learn how it works. Children can also collate papers or bring messages to teachers. Some who are learning word recogntion could help put notices in parents' mailboxes. Or, perhaps they can draw a picture for the center's newsletter.

7. **Helping one Another.** In a strict sense, helping one another is not a job or a task, but part of a value system to be encouraged. Often, in their desire for efficiency, or to get to the next activity, teachers forget that children can do many of the jobs which are done by adults in the center. For example, when children are dressing to go outside, especially in winter, some are better able to button or zip their coats. You could ask those who know how to help and show others. Instead of allowing children to go out as soon as they are ready, have them go out when they have helped someone else.

If one child spills something at lunch, another child can be asked to help by bringing sponges, so that several children at the table can help clean up. The teacher can reinforce the effectiveness of cooperation by saying, "Look how quickly four of us can get this done if we all work together."

When children do helpful work around the center, it is important to praise the work for its value to *everyone*, not just the teacher. Try not to give the impression that the children are doing you a favor, but that they are doing it for themselves. Instead of saying, "Thanks for helping to clean up," you can say,, "You did a good job cleaning up," or, "You're a good worker." Help children develop a sense of responsibility not only for their individual needs but for the group as well. When some jobs are unpleasant, explain why they need to be done and that everyone will feel better upon seeing the results.

Even toddlers can participate cooperatively in routine aspects of day care life. They can put things away in their cubbies; they can throw away their wet diapers. (One teacher revealed that her toddlers made a faster transition to the potty, if they were encouraged to stand up for diaper changes instead of lying down.) Cooperating with other children and with adults helps children feel independent yet needed.

WORK IN THE FAMILY

OBJECTIVES

1. Children will become aware of the various jobs involved in homemaking; they will be able to identify different jobs, will learn how they are done, and will learn to do some themselves.
2. Children will understand how they benefit from the various activities involved in homemaking and will gain more appreciation for the diversity of skills involved in sustaining the family.
3. Children will learn that there are a variety of ways in which different families accomplish work in the home and that different lifestyles are normal and desirable.
4. Children will learn that all family members can participate in household work — men as well as women, children as well as adults.
5. Children will learn that parents work at many different kinds of jobs. They will gain information about the kinds of work done outside the home by their own parents and by other children's parents.
6. Children will learn that, for a variety of reasons, there are times in their parents' lives when they are unemployed — that is, not getting paid for work outside the home.

INTRODUCTION

If you ask young children about the work their parents do, many will identify the paying job of the father and mother, but if their mother does not have a paying job outside the home, they will say that their mother "doesn't work" or that she "just stays at home." In fact, family members do two kinds of jobs: work outside of the home and work inside the home. Usually, work outside the home is paid work and work inside the home is unpaid work. In most societies, there is some division of labor by sex, but historically, women have been primarily responsible for the work we associate with housework, or homemaking.

Work in the Home. While the work of cleaning, shopping, preparing meals, and many other responsibilities of maintaining a home and raising children go on all around them, children may not see these activities as work. This is partly because young children see things very much in terms of their own needs. A mother taking care of them is, of course, their mother, not someone doing a job. But these attitudes in children are also in large part a reflection of broader societal values. In our society, work is seen primarily in terms of money; the work of homemaking is unpaid and not adequately supported by society at

large. We should therefore make a special effort to teach children about the work that is done within the home to help them understand all that it involves and to appreciate and respect its importance in their lives. Children should also be taught that all family members living at home (e.g., fathers, aunts, siblings) can share in all aspects of homemaking.

At the same time, we need to reassure children that the job of parenting, one part of homemaking, is not all hard work. Loving and nurturing are components of parenting which contribute to children's developing sense of self and provide the pleasure, joy, and strength to sustain individual growth in children and parents alike.

Work Outside the Home. The purpose of teaching children about parents' jobs outside the home is to identify positively with the work done by every child's family. This is not an easy task because many people are neither happy with their work nor appreciated for their efforts by the wider society. Since no one who has been socialized in this society is immune from the dominant values of the public institutions, commercial press and media, it is very important for teachers to examine our own attitudes about the jobs we and other people do. Whether or not we are aware of it, our behavior reflects our attitudes and values — the tone of voice when describing a parent's job, how we look at workmen or women we pass in the street, what we choose to talk about in conversations with children — these are all examples of messages we convey to children.

Equally important are the things we do not say at all. For example, if we are talking to children about the jobs people do, but we forget to talk about unemployment, then the children whose parents are unemployed may get the message that their parents are less important than the parents who have jobs. If we are listing different kinds of jobs and we include factory work, office work, services and professional work, but omit farm labor, then children of migrant workers will get the message that their parents' work is unimportant.

Because of sexism, it is not commonly known that many women have always worked outside the home. Children are still presented with stereotyped images of the family, in which mother stays home (but what she does is not made clear), while father goes off to "work." Children whose experience does not reflect this pattern (e.g., children of single mothers) are made to feel that their families are strange or somehow lacking. But there are problems with the way some teachers have attempted to counteract negative stereotypes of women. In their desire to depict women as doing work which is important for society, teachers often concentrate on women who are doctors or other professionals. Instead of educating children to understand that women are capable of doing *all* kinds of paid work, children get the message that women who are not doctors or architects are not doing anything worthwhile.

Before introducing activities about work inside and outside the home, acquaint yourself with cultural differences that exist between families in your

center, school, and community. There will be some differences among *all* families with respect to relations between family members, organization of work inside and outside the home, responsibilities carried by different family members, and access to, or denial of, jobs. Discussions among staff and with parents will be critical for developing an understanding about cultural differences and for appreciating the commonalities and diversity within and across cultures. Do not be surprised if some parents are resistant to encouraging children to ask adults a lot of questions about their work, both at home and with workers in the community. In some cultures children are encouraged to ask adults a lot of questions and in other cultures children are not supposed to ask their parents about their work. However, through conversations with parents you will arrive at ways which they find acceptable for permitting children to investigate the adult world of work, and the parent's work in particular.

WORK INSIDE THE HOME

Staff Discussion

The important consideration for staff at the day care center is that you convey respect and appreciation for the parents and that the parents understand that you are teaching their children that all their work is valuable to society. Be sure to talk to parents, when they come in, about the activities you plan to do with the children. It is also a good idea to send home a notice describing how you are teaching children about the value of work inside and outside of the home, as well as in the day care center itself.

Before implementing any of the suggested activities, set aside time for discussions of staff attitudes concerning homemaking and housework. Some useful discussion questions are:

1. How were you raised to think about housework?
2. How do you feel about housework today?
3. How will you gain the cooperation of parents in your efforts to teach children about the value of housework?
4. Do you think there are cultural differences in attitudes about housework?
5. Can you identify a variety of ways in which men and women family members contribute to housework, and do these vary depending on the cultural and economic backgrounds of the families?
6. How does the media affect the way you and young children think about housework?

In addition, talk about starting points for your activities. There are a variety of ways to introduce the subject of work in the home. Some of the activities suggested below should be seen as ongoing and evolving, not as one-time events. For example, a wall display will be put together over a period of time and will

reflect discussions you have had with the children as well as other shared experiences in the center. Some teachers will want to begin discussions with the children during circle time, and then follow up with particular activities. Others may want to start with a particular activity, and follow up with discussions during circle time.

Activities

1. **Picture Display.** First ask children about the work done in the home by people in their families. Another way of asking the question is: "What jobs need to be done to keep things going in your home?" Help the children list some of the jobs common to most households. Have clippings from magazines, or illustrations or photographs, to illustrate the jobs such as cooking dinner, washing clothes, taking care of a child who is ill or hurt, bathing a baby, sewing. Be sure to include illustrations that represent people of different racial and ethnic backgrounds, as well as men and women.

2. **Wall Display.** Make a chart labelled "Jobs Done by Our Families." Different families have different ways of structuring household work. In some homes, children may have regular chores such as setting the table or putting things away. Older children may be involved in the work of caring for younger children. A grandmother, uncle, or other relative may live in the home and have responsibility for particular jobs. Help the children to identify the work they do in the home, and include it in the chart. This is an opportunity to familiarize the children not only with different ways of doing similar work, but also with the different names used by families to identify family members. Perhaps families can contribute photographs to add to the chart.

3. **Trips to Homes.** Visit the homes of staff or families who are willing to have you bring the children. Like a visit to a work site, the children should be shown where jobs are done and the tools and supplies used and told something about the importance of the work. Structure the visits so that a different aspect of household work is explained each time. Ask one parent or staff person to explain the job of doing the laundry, describing the steps involved: gathering the week's laundry, going to the laundromat (or to the washer and dryer if it is in the same building), sorting the clothes, helping to measure the detergent, then folding the dry clothes. On another home visit the children might discuss grocery shopping and the steps involved in providing food for the family: planning meals and what food to buy, going to the grocery store to buy the food, coming home and putting the food away, cooking. Making beds, dusting and vacuuming, mopping the kitchen floor, cooking dinner — these are all jobs which can be explained to children in terms of the steps involved, the length of time they take, who usually does them, how often they are done, and their function in terms of the well-being of the members of the family.

4. **Drawing and Story Writing.** After each home visit, children can be asked to draw or paint a picture of the job they learned about. You can ask the children to dictate descriptions of the work, with emphasis on what they learned about the importance of the work. Hang the drawings and descriptions in prominent places. When you are ready to change the wall display, compile the children's drawings and descriptions into books. Cover them with clear plastic, and keep them in the classroom library. You may want to make several books about particular jobs in the home, or include all work in the home under the general title, "Work in Our Homes."

5. **Visits with Elders.** You may want to visit the homes of elders from the community, or invite them to visit the children in the day care center. Ask the elders to describe to the children how jobs in the home were done when they were youngsters. If these visits are made after the visits to children's homes and staff homes, the elders can be encouraged to help the children learn about the impact of changing technology on people's lives. A "senior" teacher might demonstrate a wash board and butter churn to the class and tell the children how a family depended on these tools in earlier times. Another elder might show the children a chamber pot and describe homes without bathrooms or indoor toilets. You may be able to supplement these visits with photographs provided by the elders, or with library books. Be sure to invite people from different cultural backgrounds, so that children begin to understand their own and other children's cultural histories and traditions.

6. **Dramatic Play.** Provide children with appropriate materials in the dramatic play area to re-enact the work of doing household jobs. Ask parents to help contribute props and materials. Include multiethnic and multiracial dolls as well as male and female dolls. Dolls' beds should have sheets and blankets; there should be changes of clothes for the dolls, including work clothes and dress clothes. Materials for kitchen appliances should include the kinds of utensils commonly found in children's homes. These could include wooden spoons, a Latino coffee sock (for making coffee), a Chinese wok, chopsticks, and empty cartons of frequently eaten foods contributed by parents. Decorate the housekeeping area with posters or framed pictures which show families at work both at home and outside the home.

7. **Wall Display or Book.** Compare the jobs done by a homemaker to similar work outside the home. Children who have been to hospitals or visited clinics could describe similarities and differences between health care work done by their parents, when children are hurt or sick, with the health care work of nurses and doctors. The work of preparing or serving foods for a restaurant can be compared with the work of preparing meals for a family. Children may be asked to compare child care in the home with the way child care work is organized in the day care center. Make a chart, or describe the comparisons in a book, organized according to type of work. Continue adding to it after com-

munity trips or visits from members of the community. If parents, whose paid work is related to services, are able to describe their work to the children, ask them to help the children notice the similarities and differences to work in the home. (Some other services include sewing clothes, laundry work, furniture repair, and aspects of clerical work).

Discuss the cost of providing services in and out of the home so that children begin to appreciate the enormous effort and variety of work that is done in the home for no pay.

WORK OUTSIDE THE HOME

Staff Discussion

Before initiating any activities related to parents' jobs outside the home, discuss your intent with the parents. Invite parents to a meeting to discuss how you will teach about jobs outside the home, making it clear that you regard *all* work as important. Explain how you intend to teach children about unemployment, welfare, and temporary work. Ask the parents to help you develop a plan for explaining such work to the children. (Some of the books in the resource section are also helpful.)

Use the following to focus a staff discussion:

1. What are your attitudes about different kinds of work? Help one another to overcome judgmental attitudes about work that is unfamiliar or usually unappreciated.
2. Help one another to describe the work of children's parents in a positive and meaningful way. Role play how you will talk about the work with children. Make a note of questions you still have that parents will be able to answer.
3. Discuss ways of providing more support for parents who deprecate their jobs as uninteresting or unimportant.
4. If parents are unable to give you the time you need to answer your questions, invite community residents who do similar work to speak to you (e.g., a union representative to talk about unemployment, a woman from a welfare rights organization to discuss welfare, or a sympathetic lawyer or representative of an immigrants' organization to discuss undocumented work).
5. Discuss plans to visit parents' work sites or alternative plans to provide information about the work places which cannot feasibly allow children to visit. For example, some parents may be able to come to your center to tell the children about the work they do.
6. Discuss ways to counteract value judgments placed on jobs held by parents. The media and society at large already influence how we think about work. Talk about the role of T.V., magazines, and other mass media and institutions and ways of counteracting messages which value some kinds of work more than others.

7. Discuss job segregation by sex, race, age, ethnicity, able-bodiedness, and so on. How will you talk to children about this? Ask the parents to help you find answers to your and the children's questions.

Activities

1. **Circle Time Discussions.** A nice way to begin talking about work both inside and outside the home is to ask the children where their parents (or godparents, aunts, and uncles) are. You might introduce the discussion by reading some books about different kinds of work done by parents (e.g., *Mommies At Work, Families,* and *Why Am I Different?*) By discussing the importance you place on their parents' work, the children will gain a sense of validation. These discussions have been helpful in dealing with younger children's separation anxiety. Children hear other children talk about experiences they all share: they come to the child care center to be with other children while their parents have some time to work at home or outside the home. During these discussions young children can help newcomers to overcome feelings of abandonment.

Do not be surprised to learn that children have incorrect or only partially correct ideas about what their parents do when they leave the center. (A toddler teacher shared that when she asked where their parents were, one child said, "My mommy is on the subway," while another child, whose father was a nurse on the night shift, correctly answered, "My daddy is sleeping.") Explaining work shifts to a group of toddlers may be a challenge!

2. **Wall Display.** Make a chart listing jobs done by parents and other members of the family outside the home. From information you have obtained from the parents, you should be familiar enough with all the parents' occupations (as well as those who are unemployed) to help children name the type of work family members do. This is an opportunity to talk about the importance of all kinds of work. As you fill in the chart with the children, be sure that you are prepared to speak positively about the different job titles, making clear how valuable the work is to society. When a child mentions that a parent is not working, or unemployed, you should write in "unemployed," but fill in what you know about the type of work the parent did before. Also, talk about how many people are not working at paid jobs now, because it is difficult to find them, but that unemployed people work in the home, and the community. Your talks with parents should prepare you for ways to talk to the children about unemployment.

Talk to the children about all the different kinds of jobs listed and point out any concrete references that the children can identify with, in the community and around the day care center. (See also the Community section.) Children may not have seen their parents at work, but can identify carpenters, maintenance workers of all varieties, salespeople, rubbish collectors, clerical workers, and some professional workers, such as nurses and teachers. When

you talk about the work with the children, discuss how much we all depend on the work and how workers depend on each other to get their jobs done (e.g., a housepainter relies on the work of chemical technicians and factory workers who produce the paints).

3. **Picture Display.** Provide clippings from magazines, brochures, photographs and other illustrations to show the different kinds of jobs which you know are done by parents and other family members. Collect enough of a variety of illustrations to make a representative wall display. Continue discussion with the children as in Activity 1 above.

4. **Trips to Workplaces.** Where it is possible, visit parents' workplaces. Prepare children beforehand by going over what they know about the kind of work. Think of questions to ask when you arrive. You may want to read a story that gives some information about the kind of work. When you visit, bring a camera and take photographs to bring back to the center. Ask the parent to demonstrate what s/he does, and allow children to participate where possible. Some questions to ask are: How is the work done? What tools, instruments, or machines are used on the job? Who are the other people who work there and what do they do? What parts of the job are best and what parts of the job are not pleasant?

5. **Visits from Parents to the Center.** When you cannot visit a workplace, such as a factory, where safety regulations forbid it, try to arrange for the parent to visit the center to talk to the children about her/his work and, if possible, to bring something to demonstrate the nature of the work. You may be able to visit yourself and take pictures for the children to see. If the parent works for a large company, they may have a public relations department that could provide photos or other materials to help describe the nature of the work to the children.

Parents who are unable to invite you to their place of work or to visit the center to describe their work might be able to bring in sample materials connected with their work (e.g., a letter typed by a clerical worker, a test tube used by a lab technician, discarded bolts and screws or scrap metal used by a machinist).

6. **Story Writing.** Help the children prepare storybooks to describe the work their parents carry out. Children may draw or paint pictures that illustrate the work and dictate a narrative to accompany the pictures. Your input is important to make the nature of the work understandable to the children. Consequently, you must be sufficiently informed about the different jobs to do them justice.

As you talk about each job and how it is done, also talk about how that job is important to other people. Talk to the children about what would happen if that parent did not go to work and there was no one to do that job.

7. **Using Materials From Parent's Jobs.** Establish as many connections as you can between the center and the parents' work. Teachers consult with parents all the time and rely on their help and expertise. Let the children know how the parents have helped (e.g., climbing structures made by parents, old work clothes contributed by parents for the housekeeping corner, a sign made for the center by a parent who is a sign painter, a beautiful array of a printer's paper scraps to use for books and art projects, a pillow made for each child to use at nap by a mother who works in a pillow factory.) It can be a great source of pride for both the child and the parent to have this contribution to the center acknowledged.

8. **Educating About Unemployment.** Unemployment is a structural part of how work is organized in our society. It is important to talk about it in a way that helps children understand that it is a common experience and does not represent the failure of the person who is unemployed. *My Daddy Don't Go To Work* by Madeena Nolan, is a sensitive account of the effect of unemployment on one child's family. It is a good starting point for children to talk about the experience and feelings involved.

If there are parents who are unemployed, you could ask them to come to the center and talk to the children. Some questions they might answer are: What job did they hold before? Why were they laid off? What do they do now? While there are strains and problems created by unemployment, there may also be a positive side. For example, the parent has more time to spend with the children and to do work in the house.

Another way to talk about unemployment is to say that the person's job right now is looking for a new job. You can take a group of children to visit the unemployment office. Seeing the lines alone will help children to understand that many people share this experience. Older children might interview the people about the variety of jobs they held before and how they came to be unemployed.

You might discuss unemployment insurance with older children. Describe what people did before there was unemployment insurance and how different it is today. An extensive project on work might include not only a visit from a parent who is unemployed, but also from a parent who is on strike. The children can learn about unions and why people sometimes have to go on strike. They could visit the workers picketing and learn some union songs at their center. (See the Resource section for music sources.)

WORK IN THE COMMUNITY

OBJECTIVES

1. Children will understand that the work of many people is necessary to provide the goods and services on which we all depend.
2. Children will become increasingly aware that work goes on all around them and will gain specific information about a variety of work situations and workers in their community.
3. Children will become familiar with some of the tools and machines used in different work situations.
4. Children will begin to understand how each person's work depends on the work of many people.
5. Children will begin to learn about the historical circumstances that led to changes in the way specific jobs are performed.
6. Children will begin to learn about the effects of working conditions on the people who do the work.

INTRODUCTION

The community of the day care center offers almost endless possibilities for exploring different kinds of work with children. Locations of day care centers may differ greatly in terms of what kinds of worksites immediately surround them, but all neighborhoods are located within larger communities that have services, institutions, and businesses that respond to the basic needs of people within the community.

Children are likely to be familiar with some of these places as consumers, but may have little if any notion of what kinds of work they involve. Exploring some of the worksites in the community will give children an understanding of the different kinds of work that are necessary to the life and functioning of a community. They will begin to see how their daily lives are affected by the people who do this work and how much the work of any one person within the community depends on the work of many other people.

Begin thinking of all the outings you take with children as opportunities to see people at work: walking to the park, visiting the library, or waiting at the bus stop. Children will begin to notice and will ask more about what they see if the teachers expect them to notice instead of treating their observations as interruptions of the scheduled activity. Teachers must initiate the process and draw children's attention to the work going on around them if we want children to feel they can approach people at work with their questions.

Children can learn a great deal from casual observations and experiences.

Teachers should take every opportunity to link the children's experiences in the community to activities in the day care center. Encourage children to incorporate information gained from experiences in the community into their play at the center. For example, when the children are building with blocks, the teacher might interject, "Remember to put on your safety helmet." This demonstrates that you take their play seriously and have associated it with the world of work in the community.

Staff Discussion

1. Many of us are not sufficiently informed about aspects of the work that goes on around us. Because of the way we were socialized, men and women may differ in their knowledge of particular kinds of jobs, work processes, and machinery. In staff discussions, exchange information and experiences about work in the community; the objective should be to become informed and confident enough to introduce children to the work of people in their community.
2. Discuss community work places that stratify workers by sex, race, ethnicity, and education achieved. How will you explain to the children such work stratification? You may want to invite parents and community representatives to your staff discussions to help you prepare ways of talking to children about the work and workers they see around them in the community. A book that can help you introduce these difficult concepts to children is *My Mommy Works On Dresses* by De Grosbois *et al.*
3. Role play uncomfortable situations that have already occurred with the children and how you handled them. Help one another to prepare alternative ways of handling similar situations. The following example is drawn from our experience.

> As we walked past the corner sub shop on the way to the park, a group of male workers from the construction site nearby were sitting together outside eating their lunch. The men made some remarks, like:"You have a pretty teacher."; "I wish I could be in your school so I could have a beautiful teacher like you."; "I wish I could play with her all day, like you do."
>
> One of the problems presented by this incident was whether or not to confront the workers in front of the children. The teacher who the workers had singled out began speaking as soon as we passed the sub shop. She told the children that she understood the men meant to be friendly, but that their comments made her feel uncomfortable because, by talking about how she looked, it showed they knew nothing about her as a person. She

said she worked hard at being a good teacher, just as they worked hard at their jobs, and her looks had nothing to do with how good a teacher she was. She said that adults, like children, don't play with strangers and besides, grown-ups would not come to a day care center to play with other grown-ups, but to help take care of the children.

One child, who was obviously experienced with situations like this, said, "He's a sexist." I asked her what a sexist was and she said it was a man who says nasty things to women. So I said that was part of it, but that sexism means treating women in a way that makes them feel they are not as good as men. "Do you like to be treated as if you are not as good as someone else?" I asked. The children said "No."

One little boy said, "We should beat him up," referring to the man who had been the most vocal. I asked, "Would that help us to change the way that man talks to women?" The boy said, "Yes, he wouldn't say nasty things any more." So, I said, "Hitting him might stop him from saying nasty things in our presence, but it might not change how he treats other women when we are not around. For that man to change, he has to know why his remarks are wrong." Finally, we agreed that there should be more women construction workers to help educate the men about how they treat women and that men should help each other learn how to become non-sexist.

4. Discuss stereotypes or prejudices about different kinds of work and workers. Help one another to understand the origins of the stereotypes or prejudices and ways to develop a genuine appreciation for the work and the people who do it. A useful way to counteract stereotypes is for everyone to describe people they know personally who do different kinds of jobs; this should reveal the tremendous diversity in skills, personality, backgrounds, and histories of people who share similar work, thereby helping to break stereotypes.

5. Develop a resource list of workplaces and workers in the community you will want to visit. Discuss priorities. For example, which places employ a diversity of people — men and women, people from different ethnic and racial backgrounds — and have women and people of color in leadership?

6. When you go on trips to worksites where diversity is not apparent, how will you explain it to the children? For example, if your center is in a community which is predominantly white but the local factories which you pass on the

way to the park employ mostly people of color, the children are bound to notice and will ask questions. To answer their questions you may have to talk to the workers and management and perhaps talk to neighbors who know something about the history of the factories. Other useful resources from the community that will help to answer the children's questions would include civil rights organizations, tenants' organizations, churches, librarians and city historians who know about population changes and racial and ethnic movements of people in the area.

7. There may be one company, workplace, or kind of work that is particularly dominant in your community. If so, you may want to think about doing a special study of this work. To develop your project, consult some of the community resources mentioned in Activity 6 above.

8. Remember to share with other staff and with parents, experiences you have had talking with children about work in the community. There may be some work places which are particularly familiar or significant to the children but the teachers may be less familiar with them. Be appreciative of the significance of these sites in the children's lives.

9. Here is a sample check list of worksites that might be in your neighborhood or community. Remember to investigate any site before you take the children on a visit. Prepare the people at the site for your visit and prepare the children at the center for the trip.

    - stores or sales — food, clothing, hardware, drugstores
    - small shop services — laundries, shoe repair, tailors, hairdressers
    - restaurants
    - transportation work — buses, subways, trains, gas and service stations
    - city services — clinics or hospitals, libraries, post office, fire station, police station, sanitation work, including street garbage collection, street cleaning, maintenance of parks and roads
    - construction sites
    - manufacturing sites — all kinds of factories
    - utilities — gas and electric company service workers, telephone workers
    - repair workers — electricians, plumbers, painters
    - clerical — all kinds of office work
    - entertainment — theatres (including rehearsals), movies, music, phonograph records
    - crafts workshops — potteries, art studios, weavers or woodworker's studios
    - education — public schools, universities, music and dance schools
    - community agencies — churches, recreational and social centers, helping organizations such as women's centers, elderly services,

cultural organizations, and other self-help groups
- medical, dental services — also veterinarians

Activities

Some of the suggested activities listed below are presented in the form of curriculum units which involve out-of-center and in-center activities. The first activities below are general ideas which may be used separately or in conjunction with the specific unit activities which follow.

1. **Picture Display.** Make a display labeled "Work in the Community," using pictures or photographs of people at work in common neighborhood jobs, such as supermarket cashier, bus driver, construction worker, and medical clinic worker. Remind the children of work which is familiar to them by asking them questions such as, "Do you ever go shopping with your parents?" "Where do you go?" "What are people in the stores doing?" or "Did you ever see people building something in our neighborhood?" "How did they do it?" Read stories with pictures or photographs about community workers. Tell the children that they will be learning more about all the different people who work in the community. As you learn more about what the children know, and as the children learn more from you, add to the picture display other identifiable types of work. Be careful to select pictures and photographs that reflect people from diverse racial and ethnic backgrounds, women and men, people of all ages, and include pictures showing people with disabilities at work.

2. **Community Walks.** Tell children you are going to take a walk around the neighborhood to see how many people they can find who are working and find out a little about what they are doing. Children will enjoy the game of spotting people at work and may be amazed, once they stop to notice, how many people are doing some kind of job.

Stop to watch and talk when you see someone working. What are they doing? Why? Do they use tools? What are their tools called? What do they have to know to do the job? Was it always done that way? Do they like doing it? Most workers will welcome the chance to take a break and will enjoy the interest and appreciation of others in what they are doing. You might see a crew on the street, drilling. What is down there? Why is it important to us? What is it like to work outside in cold weather? Or delivery people. What is in the truck? Where do the products come from? Are there special machines that make it easier to load and unload? Or someone repairing telephone lines. What are all those wires up there for? How do you find out when something is broken?

3. **Story Writing.** Help the children to describe the many things they learned on their community walks. Staff should record what the children say (older children can write some things themselves) and compile the writings in an organized manner. You may want to form chapters around different kinds of jobs or work situations observed in the community and have each child have his/her own

book. Or you may want to assemble one book for the whole class with different contributions by each child. The children should illustrate their own stories.

4. **Cooperating with Local Workers.** Make it a routine part of center life to help some of the workers whose work directly affects center life. For example, on garbage day, have the children help you bring the trash out to the street at the time the garbage collectors usually come. What is special about the truck? How does it work? How do the garbage collectors work together? Where does it all go?

When you take walks that involve crossing the street where there is a street-crossing guard, how can you help make her/his job easier? Ask the children to learn the rules of street crossing and to learn her/his hand signals so that when it is time to cross, they respond quickly.

Perhaps these regular activities will lead to more ambitious trips. After talking to the garbage collectors, it might be possible to arrange a trip to the city yard to see all the equipment used in sanitation and other services to the community. The crossing guards might help to arrange a visit to the traffic department to learn more about traffic regulation and pedestrian protection.

Staff and parents may suggest other activities that are particularly appropriate for your center or your community, so be sure they are well informed about the curriculum on work in the community.

5. **Trips That Enhance Multicultural Understanding.** While you must find ways to appreciate diversity in *all* aspects of the curriculum, some special trips may further enhance multicultural understanding.

a. **The Creative Arts.** Seek out resources in your community for opportunities to introduce children to creative artists from different cultural backgrounds. Parents or teachers at your center may know of particular artistic workers such as dancers, musicians, dramatic or visual artists. Select artists from diverse ethnic backgrounds who can tell children about their work and about art history. Expose children to contemporary art, folk art, crafts and musical instruments. Arrange trips with children to visit an Artists-in-Residence Program at a local school or university. Children could see work by the artists, tour the studios of some of the artists in residence, and perhaps try an art project of their own.

b. **Making Ethnic Foods.** Learn about the work of preparing foods that are popular among people of different ethnic backgrounds. For example, people the world over eat different kinds of breads. It may be possible for children to learn about the work of baking in your community while also seeing a variety of breads from different parts of the world. You may be able to arrange a visit to a Syrian, Portuguese, or Jewish bakery. Ask the bakers to show the children the different steps in the baking process and how the ingredients and the process varies depending on the kind of bread being made. Notice the implements used for measuring, mixing and kneading. Compare different people's jobs. The bakers might have stories about how the kind of bread special to their culture

developed. When you return to the center, you can bake pita bread, sweet bread, or bagels with the children, giving them the opportunity to re-enact some of the work roles they saw at the bakeries. Find out if parents can help with bread baking projects or perhaps contribute a recipe from their own cultural background. Chinese, Italian, Native American, Swedish, Indian, or African breads, pastries, and cakes would be enjoyed by the children and simple recipes could be found to prepare and bake them.

c. **Interviews with Elders of Different Ethnic Backgrounds.** Visit a multiethnic nursing home or invite elders from the community to visit your center. Ask the elderly to tell the children about changes in work processes and products. Those who come from other countries can describe differences between this country and their homeland. Many came here as immigrants to seek a better life. Others were forced to come here because of oppression and poverty in their homeland but found similar circumstances in this country. Regardless of countries of origin, children will discover that people's stories are quite similar. (Because of discriminatory policies in employment, people of different ethnic and racial backgrounds were not equally permitted access to better paying jobs or good working conditions. A number of children's books listed in the resource section describe these inequities and the ways in which people struggled to improve work and living conditions.)

6. **Role Playing.** Help children simulate the experience of doing some jobs they have seen or read about. For example, you might set up an assembly line for making toy cars. The materials needed are wood, sandpaper, round sponges, buttons, paint, screws and glue. Each child can be assigned a specific task, such as sanding the wood, attaching the "wheels" (sponges) to the body, and so on. Children can learn how their cooperation is essential for producing a finished toy car. Have children exchange jobs. Explain that in the day care center, the children can easily change roles and take on different jobs. In a real factory, jobs are not usually rotated, even if they are quite boring. Another difference from real life is that in the day care center, children can keep the finished products. At a factory, workers do not often see the finished product, let alone keep it. A book which explains factory work well is *Mommy Works On Dresses*, by Louise de Grosbois et al.

A UNIT ON CONSTRUCTION

Construction sites offer a wonderful opportunity for children to see work that produces dramatic and visible changes in their environment. By observing the stages through which the work progresses, children have the opportunity to see a variety of raw materials transformed into functional use. They may see a large number of people interdependent in producing an end result of great significance.

The construction trades are traditionally among the most closed areas of work

to women and people of color. Children may notice the preponderance of white, male workers at many construction sites, so you should be prepared to talk with them about why this is so. Many large cities, however, have organizations of construction workers who are people of color and of women in the trades. You might contact these groups to find out where you could take the children in order to see a diverse group of construction workers. Or, the groups might be a contact for finding women and people of color in the trades who would be willing to visit your center and tell children about the work they do. Finally, locate illustrated library books or photo essays about development in cities around the world. Such books should have many photographs of people of color doing construction.

Activities

1. **Visiting a Site.** When you locate an appropriate construction site to visit, try to make regular visits with the children over the life of the project. Bring a camera to record work at different stages of progress. The foreman will notify you when it is too dangerous to be on or near the site, but ask when it might be possible to have a tour of the area. Perhaps as the crew is ending work for the day you will be able to get in and walk around.

As you watch the work, help children identify the sequence of the work process and how each step (excavation, laying the foundation, raising a frame, building the walls) is necessary to the ones that follow. Help the children distinguish the jobs people are doing at each stage and the machines and tools they use for each job.

Be prepared to answer questions from the children, such as: Why do buildings start under the ground? What is this building going to be for? What are the dangers of doing this work? How do the workers protect themselves? Where do they go when this job is done? When possible, try to talk to the workers themselves about the work and ask them to help answer the questions.

2. **At the Day Care Center.**

a. **Block Area.** Building with various kinds of blocks and other construction materials already plays an important part in the activities of most early childhood programs. You can introduce additional materials to block areas that will help children to re-enact some of the specifics of what they have seen. The photographs you have taken of the construction in progress and equipment on the site (cement-mixers, bulldozers, trucks with lifts, etc.) as well as a variety of photos and illustrations of other kinds of buildings, should be displayed near the center's block and building materials area to give the children new ideas for their work. Include toy models of machinery in the center's construction area. If you do not have commercially made versions, the children can help to make models from kit materials.

b. **Art.** In the art area, children can use wood scraps and various kinds of

recycled materials to make constructions with glue. After your visits to construction sites, they can draw pictures of the workers doing their jobs. They can also make a collage of magazine pictures showing different kinds of buildings, different kinds of jobs in construction, and different machinery used in construction. When you prepare to do a collage with the children, have illustrations from magazines which reflect a diversity of people from different racial and ethnic backgrounds, men and women.

c. **Woodworking.** Give children many opportunities to use real woodworking tools. When they have had lots of time to practice, have them work with you on a simple project that is needed at the center. For example, you could make a large box in which to keep toys or a cage for a rabbit or a gerbil. Parents who do carpentry could be of help by donating supplies and offering some time. It would be helpful to have women staff or parents with skills in carpentry to work with the children, as well as men.

d. **Comparing regional influences on construction.** Discuss the influence of culture, climate and geography on building and construction. Cut out pictures from magazines and bring in books that show houses and other buildings from different regions of the country and different parts of the world. Compare them to the buildings you have seen in your community. How are they different and why? Talk about the kinds of materials that are available in different regions, dependent on climate and geography. Show how the building work and the construction itself might reflect this. The discussions will help children appreciate that some kinds of work are common to people everywhere — the need for shelter is universal — but while all people share this need, there are differences in the way the need is met.

A UNIT ON FOOD STORES

Children frequently accompany their parents on shopping trips and are likely to be more familiar with food stores than with some other work places in the community. This is particularly true of grocery stores. Many families go to a supermarket for big, regularly scheduled shopping trips but also use a small corner store nearby for picking up a few things quickly. Some families also shop at farmer's markets. In some areas, food cooperatives are available, and some children may be familiar with this type of market. Children who have lived in other countries will probably be quite familiar with produce markets or street markets, as these are traditional ways of supplying foods and other products to communities or people in many countries. Some families from other countries may prefer to shop at street markets because they are more familiar to them.

Activities

1. **Visit a Supermarket.** Try to visit a supermarket used by many families at your center. Often supermarkets organize regular tours for school groups and have a

set format that emphasizes attention-grabbing items, such as the store intercom, or giving all the children hats. This is fine, but it deflects from the actual work process going on. When you set up the trip, let the manager know that you want the children to see as many different jobs as possible and that you want to be able to talk to the people working there.

Talk about the trip with the children beforehand. Have them try to name some of the jobs people do and describe some of the behind-the-scenes jobs that we don't usually see when we shop. Help the children think of questions they want to ask the workers. For example: Do you always do the same job? Do you like it? Who decides who does what kind of work? How many people work here? Where does all the food come from? How does it get to the store? How do you know how much to buy? Why is there a refrigerator room? What is it like to work here? Do cashiers stand up all the time?

On the visit, make sure the children get to see people stocking the shelves and pricing, unpacking bulk deliveries and packaging, cleaning, meat cutting, cashiering, doing office work. Then try to have some of the workers answer questions which the children prepared.

2. **Visit a Corner Store.** When you take children to a corner store, explain to them that, unlike the supermarket, the people who own the store frequently work in it. Often, everyone in the family works at the store. Different ethnic food stores, such as Korean, Puerto Rican, or Italian markets, are likely to be small, family run businesses and would offer a contrast to the way work is organized in the supermarket. By visiting such corner stores, children will also be exposed to foods which are unfamiliar to some of them. This could lead to discussions about foods which are common in different countries. Children who are familiar with some of the foods could tell the group about them, and perhaps later, some parents could help you cook some with the children. The children will notice that languages other than English may be spoken there. They will also observe that the storekeepers know many of their customers on a personal level. This will give you the opportunity to talk about why people want to shop at these stores for some purchases and at the supermarket for others.

Encourage the children to discuss how the corner store is different than the supermarket. You can explain what makes some items cost less at the supermarket. Children may compare how similar jobs are done at the supermarket and the corner store. They may observe that at the corner store, every worker does a variety of jobs, while at the supermarket jobs are specialized.

3. **Visit a Farmers' Market or a Food Co-op.** Before making a visit to a food co-op or farmers' market, explain to the children that some of the money their parents pay for food at the supermarket goes to pay all the people who work there, some to maintain the store and buy the food, and some to the company that owns the store (profit). Co-ops are different kinds of stores which no single company owns. People who shop at the co-op do much of the work of keeping the store running. The shoppers pay less money because they do the work themselves and they decide together how they want to run the store. When you

visit the co-op, ask them to tell the children how work is organized. Farmers' markets also operate on little overhead with the farmers selling their own products. They can describe how they organize their work and explain the difference between buying food at the supermarket and buying food at the market. The market is a collection of many different vendors, each with their own staff, selling directly to the public. Shoppers go from one to another, comparing produce and prices, looking for quality bargains. The direct competition makes for a lively atmosphere, with vendors calling out special offers to attract shoppers and haggling over prices.

4. At the Day Care Center

a. **Experience charts.** After each visit you have made, discuss with the children what they have seen and learned. Record their observations on experience charts, which you can display in the center with photographs taken at each of the food stores.

b. **Picture display.** Collect pictures from magazines or bring in books that show market places in other parts of the world and compare these to the markets you have visited. Parents from other parts of the world may have photographs or books which illustrate such markets.

c. **Dramatic play.** Set up a food store in the dramatic play area. The children will decide which type of store they want to reproduce, or they may bring features of each together. Plan what supplies you will need. Collect many kinds of food containers. Children can make food from play dough or clay, and wrap it in plastic wrap. A refrigerator carton can be made into a cold room (for storage of meats, cheeses, produce). Children could make paper money, price labels and work aprons or other uniforms (or parents could be asked to contribute aprons or uniforms). Try to duplicate as many jobs as possible; some children could prepare foods while others stock the shelves. Help the children categorize the food and label the shelves with words and pictures. One child can work the cash register while another helps bag the food.

The children may expand their store by using large blocks to make a delivery station outside, where workers from the bakery, the dairy, the produce market arrive with more things for the store.

d. **Discussing interdependence of food workers.** Try to use discussion time with the children to help them understand the interdependence of the workers (and shoppers) in the food stores or markets. Food cannot get to our homes without the work of hundreds of different kinds of workers being employed.

Continue developing activities related to food production and distribution through art and music activities. Some of the resources listed in the resource section of this booklet will be of use in your lesson plans.

A UNIT ON MEDICAL CARE

Teachers often introduce the subject of medical care by talking about doctors and nurses, the people who treat them when they are sick or injured. In fact, many children go to clinics or hospitals for their primary medical care, where the work of many different people is involved: lab technicians, receptionists, nurse's aides, dietary and transport workers, social workers, secretaries and housekeeping staff. However, because hospitals and clinics are associated for so many of us with pain and being vulnerable, it is important to prepare children well for a unit on medical care.

Activities

1. **At the Day Care Center.** Discuss children's experiences with medical care. Allow the children to talk about what it has been like for them to go to a hospital or clinic. Are there any children in the group who were hospitalized? Are there children who have visited mothers or relatives who had a newborn baby? Are there children who have had tests done at hospitals or clinics? X-rays? And which children have parents or relatives who work in hospitals or clinics?

Explain that you are planning to visit a clinic (or hospital), and ask the children what they know about who works there and what they do. If they only mention doctors and nurses, ask questions to bring out some of the other roles, and explain that there are many different kinds of health care workers and supporting staff. Many hospitals have public relations departments that will supply photographs. Display the photographs and discuss them with the children. Children may assume that anyone in uniform is a nurse or doctor. Point out the many different jobs, and try to describe the responsibilities workers in those fields have. Some of the books for children in the resource section of this booklet will be useful in preparing children for visiting a hospital or clinic.

Finally, before you take children to visit, make arrangements with the hospital/clinic. Make sure they plan to show the children a variety of work roles. You can also request that children will be introduced to women doctors and doctors who are people of color.

2. **Visit a Health Clinic.** Take the children to the reception desk. Show them how appointments are scheduled and how patient records are kept. At many clinics, nurse practitioners now do much of the standard medical treatment. A nurse practitioner may be asked to show the children the examining room and explain some procedures to them. Visit the lab and talk to the technicians about the work they do. Ask them to explain why blood and urine tests are taken and what happens to specimens that are collected. Perhaps a teacher could volunteer to take a test and, if the lab workers are agreeable, ask to follow what happens to the sample.

3. **Visit a Hospital.** There is a wide range of roles to learn about at a hospital.

Be sure to plan to talk to a ward secretary, a nurse's aide, a kitchen worker, and someone on the housekeeping staff. Encourage the children to ask questions of all the workers. What do they need to know to do their jobs? Who tells them what to do? Do they like their jobs? Explain that there are people at work on different shifts, since hospitals are open all the time.

While you are visiting different areas, ask for donations of supplies that you could use in the classroom to set up a play clinic or hospital.

4. **At the Day Care Center.**

a. **Pictures and stories.** Discuss what you saw on each visit. Display any photos you may have taken. Have the children dictate and illustrate stories about the different health workers they met.

b. **Dramatic play.** Make a clinic or hospital in the dramatic play area, using supplies you have gathered. Help the children make lists of different health care workers so they can recreate a range of job roles in their play.

c. **Charts.** Ask a teacher who has had Red Cross training to show the children some of the emergency first aid procedures they have learned about. Have a discussion with children about preventive medical care, safety rules, nutrition, the importance of exercise, and so on. Help the children make charts about some of these preventive issues to go in the dramatic play area in their clinic or hospital area.

d. **Interviewing other health care workers.** Arrange interviews with parents or other people in the community in health care work such as natural and home birth, and in women's health care.

Similarly, adults involved in herbal medicine, acupuncture, or therapeutic massage could be asked to share some aspect of their work with the children in your group. Discuss the controversies surrounding some of these "new" (alternative) health care practices. Explain that more and more of these techniques are being adopted in conventional medical practice. Ask children to consider some of the advantages and disadvantages of the alternative forms of health care they have learned about.

Invite parents, grandparents, and elders in the community to share some of the home remedies and health care techniques they learned in their families and communities and probably still use today. Compile a book of favorite "home remedies" used by teachers, parents, grandparents and other members of the center's community.

(This is a project which parents at your center might be enthusiastic about carrying out themselves with a minimum of organizational help from staff. However it is organized, the process of making such a book would help to bring families from a variety of backgrounds together in a spirit of sharing and mutual appreciation. Projects like this can have many positive "side effects" on children in the classroom, as well as on the general state of parent involvement in the day care center.)

CONCLUSION

This curriculum was developed because we believe the topic of work is important and well worth significant attention in early childhood classrooms. Clearly, if classroom teachers carry out the sequence of staff discussions, trips and classroom activities we have suggested, this curriculum would take many months to complete. We think this would be a fine way to structure classroom curriculum for an extended period of time, and we urge any teachers with the necessary freedom and enthusiasm to do just that.

We have tried to indicate how the many concepts and skills intrinsic to good early childhood curriculum can be integrated into the work theme activities. And, of course, any classroom teacher carries out a variety of activities, in a given period of time, that are not specifically related to the current unit or topic. We have also tried to indicate alternative ways to investigate particular concepts or subtopics, so that teachers in a variety of programs can find ways of implementing those ideas that are suitable to their situations.

We know of an excellent model for putting curriculum about work into practice on such an extended basis. In the late 1970's, the Children's Center of Brookline and Greater Boston, Inc. carried out, center-wide, a year's curriculum on work. With the initiative and enthusiastic support of the center's director and educational co-ordinator, the teaching staff implemented a great variety of activities that helped children explore the topic of work, within a classroom program philosophically committed to children's active investigation of the world and learning through play. The staff began this work to teach the children that what the adults at the center were doing was their work. As their curriculum expanded, it provided a wonderful vehicle for teaching children such useful information about the world around them, that it provided an inspiring focus for the many regular classroom activities they valued, such as art work, block building, dramatic play, music and language experience activities.

The work curriculum also provided teachers with a concrete context for encouraging the development of attitudes and values that both staff and parents cared deeply about. This aspect was an important priority for the staff, and they involved parents extensively in their work. One of the many positive results the staff saw was that some parents who denigrated their own work when first approached (saying it was not interesting or important enough to warrant the children's attention) developed, over the course of the project, a new sense of pride in themselves and their work. Simple questions from children and staff, such as "What would happen if you weren't there to do your job?" and the time and attention given to understanding the particular work process, helped parents gain a different perspective on the knowledge and skills involved in their own work and on its importance to other people. In a center where parents' jobs ranged from manual labor to highly paid professional positions, this

curriculum gave rise — among adults as well as children — to a new sense of respect for the work of all people.

We do realize, however, that many classroom teachers will not devote six months or a year to this topic. In some programs, curriculum is dictated from above. In many programs, inadequate staffing makes frequent trips, even neighborhood excursions on foot, difficult. Some teachers who are very interested in the topic may not have sufficient support from other staff, especially at first, to structure the curriculum this way for an extended period.

We know that few things are more frustrating to classroom teachers than to read curriculum books that are interesting and inspiring, but that are "pie in the sky" in the context of the real-life day care center or school. Because our interest in curriculum work is to support the day to day work of real teachers in less than perfect situations, we would like to end by suggesting some ways to develop curriculum about work without implementing as extensive a sequence of activities as we have outlined here.

Essentially, for the same reasons the subject is important enough to warrant so much attention in the classroom, it should be easily accessible through almost any part of standard early childhood curriculum. Work is so pervasive in almost every aspect of life that we can think of almost no unit common to classroom programs for young children which could not be expanded to include the work people do in relation to that subject. In fact, in most cases, we believe such topics will be dealt with inadequately if they do not include some investigation of work.

At Roxbury Tenants of Harvard Children's Center in Boston, teachers used a draft of this booklet for a previously scheduled month's work on "Occupations." They found the activity suggestions useful and added many of their own, based on particular interests of theirs or the children in their classrooms. One teacher, who thought that "inside/outside" was a significant concept for her group of three year olds, framed much of the work she did in terms of the categories, "work that is done outside" and "work that is done inside." The classrooms took a great variety of walking trips to community worksites, sometimes as casually as a small group accompanying a teacher on an errand, sometimes preplanned visits by the whole class. Parents and other adults were invited to the center to describe and demonstrate their work (including a union staff person mother who came to her son's classroom to talk about her "new job" of caring for her newborn infant at home.) Teachers also found many of the "Staff Discussion" questions thought provoking, and wanted to address some of them in future staff meetings and parent night discussions, but the month spent on this topic allowed little time for such discussions.

Most of the teachers found that one month was a frustratingly short period of time in which to explore the topic, but, at the end of the month, they did want to go on to the next scheduled topic. The next few monthly topics following "Occupations" were "Plants and Insects," "Animals," and "Transportation."

This staff begins each month's curriculum planning with a brief workshop during naptime — some discussion on the topic and brainstorming of activities appropriate for each age level (infants, toddlers, three and four year olds).

After doing the month's activities on work, the teachers found that ways of extending the work theme came up spontaneously in planning for the subsequent topics. At each of the following monthly workshops, some of the first ideas that came to mind as teachers did quick brainstorming or flow charts were related to work.

Plants: the work people do with plants — agriculture, horticulture, home gardening (the toddler and four year old classrooms started their own gardens), production of various foods and other goods from plants, how plants are cultivated and prepared as food in various cultures, classroom cooking projects, forestry and woodwork, mills, and so on.

Insects: the work that insects do, such as ants building their colony, gathering food; spiders spinning their webs; the bees making honey; insects that harm or interfere with people's work, such as agricultural pests or insects that spread disease.

Animals: animals that people use for work, such as farm animals and traditional beasts of burden; work that animals do for themselves, such as rearing offspring, getting food, building nests and homes (a wonderful illustration of some of the differences and similarities with human animals); animals that people raise for the food they make (hens for eggs, cows for milk); animals that people raise for food (beef cattle); the processing of meat and other products from animal sources.

Transportation: Transportation workers, from subway and bus drivers, train engineers, sailors, airplane pilots, taxi and limousine drivers to all the other workers involved in modern transportation; factory workers who produce all the vehicles we use, from bikes to jets; the work that produces the fuel for transportation, such as mining or oil drilling; conservation work; home mechanics. With each new topic, the possibilities for incorporating and highlighting aspects of work seemed endless.

Some topics certainly lend themselves more easily than others to the theme of work. But even a topic as seemingly removed from the world of work as "Ocean Life" offers many opportunities once you start thinking in those terms. There are many people whose work relates to the ocean: sailors, fishermen, marine biologists, cartographers, shipbuilders (try to list all the different jobs required to produce the materials for and to build a ship). Think, also of how work such as fishing or shipbuilding has changed over the years, or how, today, people in different parts of the world carry out this work differently. How has the work of people affected the oceans and the life they contain? Oil companies have workers involved in offshore drilling and conservation organizations have workers trying to stop them.

In fact, the range of workers involved in some way with the ocean will indicate the range of subtopics that could be pursued: from the scientific study of animal and plant life to the social study of fishing in various cultures, and the many other ways that people have used the ocean for their survival and pleasure. Traditionally a favorite subject for painters, the ocean is also the source of the shells that people have used for jewelry, artwork, and currency. Once you start, it is exciting for both children and adults to see just how many ways virtually every aspect of life is touched by the work people do.

Approaching the theme of work in this way, you may feel less pressure about completing it in a set amount of time or within the constraints of your particular program. In fact, you may be able to do the topic more justice by integrating it into all your areas of study. Whatever the mechanics of the approach you adopt, we are sure you will find your work rewarded by new knowledge and insight, by greater awareness of the world and respect for other people, not only for the children in your program, but for parents and staff as well.

BOOKS AND RESOURCES

The list of children's books is divided to follow roughly the three main sections of the curriculum — Work in the Child Care Center or School, Work in the Family, and Work in the Community — though many of the books overlap these categories. There are few books listed for the day care center or school, but several of the books about work in the family speak to similar issues. Several of the books in the community section are not specifically about work, but have been included because the illustrations or background of the story depict something of value about work. For example, *Moja Means One* is a KiSwahili counting book, but has beautiful illustrations which show farmwork and markets in Africa. Some books listed may be out of print but have been included because they can be found in many libraries.

WORK IN THE DAY CARE CENTER OR SCHOOL

Atkinson, Mary. *Maria Teresa*. Chapel Hill: Lollipop Power, 1979.
Breinburg, Petronella. *Shawn Goes To School*. N.Y.: Thomas Y. Crowell, 1973.
Cohen, Miriam. *First Grade Takes A Test*. N.Y.: Greenwillow, 1980.
Coker, Gylbert. *Naptime*. N.Y.: Delacorte Press, 1978.
Hurd, Edith Thacher. *Come With Me To Nursery School*. N.Y.: Coward, McCann and Geoghegan, 1970.
Simon, Norma. *I'm Busy Too*. Illinois: Albert Whitman and Co., 1980.
Stanek, Muriel. *Starting School*. Chicago: Albert Whitman, 1981.
Yashima, Taro. *Crow Boy*. N.Y.: Viking Press, 1955.
Wolf, Bernard. *Adam Smith Goes to School*. Philadelphia: J.P. Lippincott, 1978.

WORK IN THE FAMILY

Adoff, Arnold. *Black Is Brown Is Tan*. N.Y.: Harper and Row, 1973.
_____ *MAnDA LA*. N.Y.: Harper & Row, 1971.
Baldwin, Anne Norris. *Sunflowers For Tina*. N.Y.: Four Winds Press, 1970.
Bang, Molly G. *Ten, Nine, Eight*. N.Y.: Greenwillow Books, 1983.
Blood, C. and M. Link. *The Goat in the Rug*. N.Y.: Parents' Magazine Press, 1976.
Breinburg, Petronella. *Shawn's Red Bike*. N.Y.: Thomas Y. Crowell, 1976.
Caines, Jeannette. *Window Wishing*. N.Y.: Harper & Row, 1980.
Carle, Eric. *Pancakes, Pancakes*. N.Y.: Alfred A. Knopf, 1970.
Clifton, Lucille. *Don't You Remember?*. N.Y.: E.P. Dutton & Co., 1973.
De Grosbois, Louise et al. *Mommy Works On Dresses*. Toronto: The Women's Press, 1977.

Delton, Judy. *My Mother Lost Her Job Today*. Chicago: Albert Whitman & Co., 1980.
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WORK IN THE COMMUNITY

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NON-FICTION

Many of these books are for older children, but have been included because they cover important topics and offer much useful information. Teachers can select from, or adapt, the texts for younger children. Several of the books con-

tain excellent photographs which children can look at and discuss. Others require additional attention from teachers to explain obvious omissions, reinterpret or criticize the text.

Allinson, Beverly and Judith Lawrence. *Ellie Sells Fish.* Toronto: D.C. Heath, 1975.

Ancona, George. *And What Do You Do: A Book About People and Their Work.* N.Y.: E.P. Dutton, 1976.

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Conner, Patrick. *Looking at Art: People at Work.* N.Y.: Atheneum, 1982.

English, Betty-Lou. *Women At Their Work.* N.Y.: The Dial Press, 1977.

Goldreich, Gloria and Esther Goldreich. *What Can She Be?* (Series) N.Y.: Lothrop, Lee and Shepard, 1973-1978.

Gottlieb, Leonard. *Factory Made: How Things Are Manufactured.* Boston: Houghton Mifflin, 1978.

Heyman, Abigail and Wendy Saul. *Butcher, Baker, Cabinetmaker. Photographs of Women at Work.* N.Y.: Thomas Y. Crowell, 1978.

Hine, Lewis. *Men At Work.* N.Y.: Dover Press, 1977.

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Horwitz, Joshua. *Night Markets. Bringing Food To A City.* N.Y.: Thomas Y. Crowell, 1984.

I Know A . . . (Series). *A Community Helper Book.* N.Y.: G.P. Putnam's Sons, 1970-current.

Jenness, Aylette. *The Bakery Factory: Who Puts The Bread On Your Table.* N.Y.: Thomas Y. Crowell, 1978.

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McClard, Judy and Naomi Wall (Eds). *Come With Us.* Toronto: Women's Educational Press, 1978.

Medsger, Betty. *Women At Work: A Photographic Documentary.* N.Y.: Sheed and Ward, 1975.

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Meltzer, Milton. *Bread and Roses. The Struggle of American Labor 1865-1915.* N.Y.: Alfred A. Knopf, 1967.

Rowe, Jeanne A. *City Workers.* N.Y.: Franklin Watts, 1969.

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Schwartz, Alvin. *The Night Workers.* N.Y.: E.P. Dutton, 1966.

Sobol, Harriet. *Cosmos's Restaurant.* N.Y.: MacMillan, 1978.

Sung, Betty Lee. *An Album of Chinese Americans.* N.Y.: Franklin Watts, 1977.

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Swayne, Dick and Peter Savage. *I Am A Chef*. N.Y.: J.B. Lippincott Co., 1978.
_____ *I Am A Farmer*. J.P. Lippincott Co., 1977.
Weiner, Sandra. *Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families*. N.Y.: Pantheon Books, 1970.
Wilkinson, Jean and Ned Wilkinson. *Come to Work With Us in . . .* (Series). Milwaukee: Sextant Systems, Inc., 1970.
Wolf, Bernard. *Daniel and the Whale Hunters. The Adventures of a Portuguese Boy in a Whaling Town in the Azores*. N.Y.: Random House, 1972.
_____ *Michael and the Dentist*. N.Y.: Four Winds Press, 1980
_____ *The Little Weaver of Agato. A Visit With An Indian Boy Living in the Andes Mountains of Ecuador*. Toronto: Cowles, 1969.
_____ *Tinker and the Medicine Man. The Story of a Navajo Boy of Monument Valley*. N.Y.: Random House, 1973.

BOOKS FOR ADULTS

Baxandall, Rosalyn, *et al.* (eds.). *America's Working Women: A Documentary History — 1600 to the Present*. N.Y.: Random House, 1976.
Garson, Barbara. *All the Livelong Day: The Meaning and Demeaning of Routine Work*. N.Y.: Doubleday, 1975.
Green, James. *The World of the Worker. Labor in the Twentieth Century*. N.Y.: Hill & Wang, 1980.
_____ and Hugh Carter Donahue. *Boston's Workers: A Labor History*. Boston: Trustees of the Public Library of the City of Boston, 1979.
Hayes, Cheryl D. and Sheila B. Kamerman (Eds). *Children of Working Parents: Experiences and Outcomes*. Washington: National Academy Press, 1983.
Nye, F. Ivan and Lois Wladis Hoffman. *The Employed Mother in America. Chicago: Rand McNally, 1963.*
Oakley, Ann. Woman's Work: The Housewife Past and Present. N.Y.: Pantheon, 1974.
Roboff, Sari. *Boston's Labor Movement: An Oral History of Work and Union Organizing*. Boston: The Boston 200 Corporation, 1977.
Schrank, Robert. *Ten Thousand Working Days*. Cambridge: M.I.T. Press, 1978.
Seifer, Nancy. *Nobody Speaks For Me: Self-Portraits of American Working Class Women*. N.Y.: Simon and Schuster, 1976.
Sennet, Richard and Jonathan Cobb. *The Hidden Injuries of Class*. N.Y.: Vintage Books, 1973.
Steinfels, Margaret O'Brien. *Who's Minding the Children? The History and Politics of Day Care in America*. Simon and Schuster, N.Y., 1973.
Terkell, Studs. *Working*. N.Y.: Pantheon, 1974.
Work in America: Report of a Special Task Force to the Secretary of Health, Education and Welfare. Cambridge: M.I.T. Press, 1973.
Zinn, Howard. *A People's History of the United States*. N.Y.: Harper & Row, 1980.

_____ *The Twentieth Century: A People's History*. N.Y. Harper Colophon, 1984.

TEACHER RESOURCES

Activities for Lower Primary, African Primary Science Program. Distribution Center, Educational Development Center, 55 Chapel St., Newton, MA 02160 ($6.00)

An excellent science curriculum, this series also offers a wealth of material related to work. Photographs show children and adults in an African setting, using simple tools and materials from the environment to work together on a variety of projects. "Exploring the Local Community" introduces children to the work of adults in their community, while increasing their understanding of this work through activities of their own. Other sections — on wheels, construction, cooking, woodwork, plants — offer many activities that help children understand basic work processes.

Jenkins, Jeanne Kohl and Pam MacDonald, *Growing Up Equal*. Illustrated by Pam MacDonald, Englewood Cliffs: Prentice Hall, Inc., 1979.

This book for parents and teachers includes a section on career skills, with activities for children. A section on living skills offers many excellent ideas for teaching children about work in and around the home, and for teaching them the skills to participate in this work.

Fiarotta, Phyllis and Noel Fiarotta. *Be What You Want To Be!* New York: Workman Publishing Company, 1977.

This is a valuable resource for transforming the dramatic play area into various work settings. It provides illustrated directions for making the tools, equipment, and dress for thirty-four occupations using readily available materials.

Flemming, Bonnie Mack and Darlene Softley Hamilton. *Resources for Creative Teaching in Early Childhood Education*. New York: Harcourt Brace Jovanovich, Inc., 1977.

This is an extensive early childhood curriculum, which covers in detail virtually every aspect of planning and implementation for a number of curriculum topics. It includes many ideas for multicultural programming. Sections on Families at Home, Families at Work, Transportation, Food in My World, and Tools and Machines in My World all include good material relevant for teaching children about work.

Sprung, Barbara. *Non-Sexist Education for Young Children: A Practical Guide*. New York: Citation Press, 1975.

This book includes a section on jobs people do, with ideas for activities, trips, and discussion that give children a non-stereotyped introduction to work. A section on homemaking offers a useful approach to helping children understand and appreciate work in the home. Also included are non-sexist resource lists and directions for making games and materials for the classroom

Woodruff, Judith and Shelley Gross. *The Treatment of Workers in Pre-school Children's Literature: A Bibliography*. Boston: The Children's Center of Brookline and Greater Boston, 1979.

This is an extensive annotated bibliography of children's books related to the topic of work. It also includes lists of books for adults, teacher resources, and a wide variety of relevant classroom materials. This extremely useful booklet is, unfortunately, out of print. However, public libraries may have a copy in their reference section.

USEFUL CURRICULUM BOOKS

Kendall, Frances. *Diversity in the Classroom. A Multicultural Approach to the Education of Young Children*. N.Y. Teacher's College Press, 1983.

Tiedt, Pamela L. and Iris M. Tiedt. *Multicultural Teaching: A Handbook of Activities, Information and Resources*. N.Y.: Allyn and Bacon, Inc. 1979.

IMPORTANT RESOURCE BOOKS, ARTICLES AND BIBLIOGRAPHIES

Draper, Gail. "A Child's Eyeview of the U.S. Economy: Some Interviews." *Bulletin*, Council on Interracial Books for Children, 1985, 16, #2-3.

Goodman, Jan. "From Lemonade Stands to Wall Street: Children's Books' Messages About the Economy." *Bulletin*, Council on Interracial Books for Children, 1985, 16, #2-3.

Goodman, Jan. "That's Not Fair!: Fourth Graders Tackle the U.S. Economy." *Bulletin*, Council on Interracial Books for Children, 1985, 16, #2-3.

Gordon, Leonore. " 'Working People' Curriculum Examines the World of Work." *Bulletin*, Council on Interracial Books for Children, 1985, 16, #4 (for 5th-6th grades).

Wilson, Geraldine L. "Teaching Pre-Schoolers About Work — A Complex Task." *Bulletin*, Council on Interracial Books for Children, 1985, 16, #4.

Guidelines for Selecting Bias-Free Textbooks and Storybooks. Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023.

Schniedewind, Nancy and Ellen Davidson. *Open Minds to Equality, A Sourcebook of Learning Activities to Promote Race, Sex, Class and Age Equity*. New Jersey: Prentice-Hall, 1983.

Wall, Naomi. *Children's Books for Learning. A Bibliography of Multi-Ethnic Resources for Classroom Use*. Available from Cross-Cultural Communication Centre, 965 Bloor St. West, Toronto, Ontario, M6H 1L7, Canada (write for current price).

Wortis, Sheli and Pazzanese, Edward. *The Multicultural Resource Guide — A Massachusetts Sourcebook*. Available in 1986 from The Multicultural Project For Communication and Education, 71 Cherry St., Cambridge, MA 02139 (write for current price).

CATALOGS OF BOOKS AND MATERIALS

Children's Book and Music Center Catalog ($1.00). Children's Book and Music Center, 2500 Santa Monica Blvd., Santa Monica, CA 90404.

Learn Me Bookstore Catalog ($1.00). Learn Me, Inc., 642 Grand Ave., St. Paul, Minn. 55105.

Council on Interracial Books for Children/Racism/Sexism Resource Center for Educators. Free catalog. 1841 Broadway, New York, N.Y. 10023. The Council publishes a *Bulletin* (8 issues per year) which is an extremely valuable resource.

MUSIC

Music is a wonderful resource for teaching children about work. Much of folk music is about work and the lives of working people. These songs provide a natural and accessible way of introducing children to the history of different kinds of work that built our country: songs of slavery and farmwork, the building of the railroads, work on the sea and in the mines. With some introduction and discussion, children can gain an understanding of what work was like and how it has changed. There is probably no better resource for communicating to children how people have felt about their work: the spirit of joy in working together, pride in accomplishment, weariness, anger at harsh and oppressive conditions, the spirit of struggling together for change. Many songs originated as accompaniments to work and convey the rhythm and feeling of the work. Because of this, they are an excellent basis for movement activities and for acting out different kinds of work. Children may want to join in the folk tradition of making up lyrics about their own work.

SONGBOOKS

All Our Lives: A Women's Songbook. Joyce Cheney, Marcia Deihl, and Deborah Silverstein. Baltimore: Diana Press, 1976.

Songs of Work and Protest. Edith Fowke and Joe Glazer. N.Y.: Dover Publications, 1973.

The Folksongs of North America. Alan Lomax. N.Y. Doubleday: 1960.

Malvina Reynolds Songbook. Berkeley, CA: Schroder Music, [1450 6th St., Berkeley, CA 94710], 1960.

RECORDS AND TAPES

Folkways Records. 43 W. 61 St., New York, N.Y. 10023. Folk music from all over the world. A number of records are primarily about work, including: American Industrial Ballads, Dust Bowl Ballads, Negro Prison Camp Work Songs, Nine Hundred Miles and Other Railroad Songs, Sea Shanties and Loggers Songs, Songs from the Depression, Songs of Struggle and Protest, and Tipple, Loom and Rail. Some recording artists associated with Folkways are: Pete Seeger, Woody Guthrie, Ella Jenkins, Suni Paz.

Vanguard Records features artists such as The Weavers, and Odetta, whose music also includes songs about work.

Visit Sesame Street, with Rev. F.D. Kirkpatrick, includes songs about work.

New Song Library, P.O. Box 295, Northampton, MA 01061. (413) 586-9485. A source of tapes, records, lyric sheets and song books. Tapes can be borrowed for a fee and copies of most library materials can be purchased. They have a special collection of children's music (contact person: Johanna Halbeisen). A tape called *Songs of Work and Working People*, made by Jessie Wenning with help from Johanna Halbeisen, is available from New Song Library.

PHOTOGRAPHS

The Women's Action Alliance. 370 Lexington Ave., New York, N.Y. 10017 Photographs of men in nurturing roles and women in different work roles.

Change for Children. 532 Valencia St., San Francisco, CA 94110. Multicultural photographs of women at work in variety of jobs.

Feminist Resources for Equal Education. P.O. Box 3185. Saxonville Station, Framingham, MA 01701. Photographs of women in varieties of jobs.

Instructo Corporation (address presently unknown). Did publish photographs of people at work (men and women).

Developmental Learning Materials. 7440 Natchez Ave., Niles, Ill. 60648. Multi-ethnic photographs of men and women in different occupations.

Learn Me Bookstore. 642 Grand Ave., St. Paul, MN 55105. Catalog $1. Includes many useful resources.

PICTURE FILE

In addition to the commercially available photographs, it would be very useful to compile a picture file about work. This is a project that parents might be able to help with. One very good source for magazine pictures is the public library. Some public libraries regularly discard back issues of periodicals and you can get issues you are interested in by signing up with the reference librarian. The

library collections include many specialized magazines that are likely to yield a wider variety of interesting pictures than most family collections. Most large companies and institutions have public relations departments that will send out pictures free of charge. Be as specific as possible about what you need. Also, the U.S. Department of Agriculture (Washington, DC 20250) is a source for pamphlets and pictures on farming and the food industry. Your collection should also include women and people of color and a variety of non-professional workers. Avoid pictures that stereotype any workers.

COLLEGE LIBRARY COLLECTIONS

Picture files are often available for lending through Schools of Education. The picture files are frequently organized by topic. Alumni are often eligible for borrowing privileges.